

A TRAINING PROGRAM FOR PRIOR LEARNING ASSESSMENT FACULTY
EVALUATORS AT MIDAMERICA NAZARENE UNIVERSITY

Developed by
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Division of Innovative Adult Education

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The formal training for prior learning assessment faculty evaluators at MidAmerica Nazarene University will consist of two phases. Phase One will consist of a series of workshops, and Phase Two will be a one-on-one mentoring program.

Phase One: Workshops

1. New prior learning assessment faculty evaluators will complete six hours of training workshops covering the knowledge and skills necessary to evaluate prior learning at University X.
2. Workshops will initially be taught in three two-hour blocks. The workshops will be held on three consecutive Thursday afternoons.
3. The series of workshops will be taught on a rotating basis by a full-time adult education faculty member (Faculty Advisor).
4. The content of the workshops will be structured as follows:

Workshop One—History and Philosophy of Prior Learning Assessment

Training Pretest (see Attachment 1)
Characteristics of Adult Learners
Experiential Learning
David Kolb and the Kolb Model
CAEL Standards for Prior Learning Assessment

Workshop Two—Prior Learning Assessment At University X

Overview of the Degree Completion Programs at University X
The Prior Learning Assessment Process at University X
The Role of the Faculty Advisor and the Role of the Faculty Evaluator in the Prior Learning Assessment Process at University X

Workshop Three—The Nuts and Bolts of Prior Learning Assessment at University X

Life Learning Papers—Structure and Requirements (include review of samples)

Professional Schools and Training Worksheets—Structure
and Requirements (include review of samples)
Upper Division or Lower Division?
Introduction to Online Resources (see Attachment 2)
Training Posttest (see Attachment 3)

Phase Two: One-on-One Mentoring Program

1. New prior learning assessment faculty advisors will be assigned on a rotating basis to one of the full-time adult education faculty members (Faculty Advisors) for a mentoring process of three to six months.
2. Mentors will work through samples of previously evaluated life-learning papers and professional schools and training worksheets with mentorees to allow application of knowledge learned in the workshops and to practice skills and abilities required to evaluate prior learning at University X.
3. Mentors will review assigned prior learning assessment evaluations of mentorees to provide feedback on the mentorees' progress in learning evaluation skills.
4. At the end of the mentoring process, the mentor will complete a formal evaluation of the mentoree (see Attachment 4).

Upon completion of Phase One and Phase Two of the training, the prior learning assessment faculty evaluator will receive a certificate as a Certified Prior Learning Assessment Faculty Evaluator at University X (see Attachment 5).

Evaluation of the training will take place in two phases. First, the prior learning assessment faculty evaluators will complete a pretest at the beginning of the workshop phase of the training. They will then complete a posttest at the end of the workshop phase. The results will be compared by the full-time adult education faculty in the Division of Innovative Adult Education. Second, at the end of the mentoring phase, the mentor will complete another evaluation of the knowledge, skills, and abilities of the prior learning assessment evaluators. Data collected from this evaluation will be analyzed by the full-time faculty in the Division of Innovative Adult Education to determine the effectiveness of the training.

Attachment 1

Training Pretest

For items 1-14, please use the following scale: 1=no knowledge, 2=minimal knowledge, 3=some knowledge, and 4=full knowledge.

	<u>No Knowledge</u>	<u>Minimal Knowledge</u>	<u>Some Knowledge</u>	<u>Full Knowledge</u>
1. I have knowledge of the general education requirements for the degree completion programs.	1	2	3	4
2. I have knowledge of the upper division requirements for the degree completion programs.	1	2	3	4
3. I have knowledge of the ten Council for Adult and Experiential Learning (CAEL) standards for the evaluation of prior learning.	1	2	3	4
4. I have knowledge of the evaluation process used for prior learning assessment in the Division of Innovative Adult Education (IAE).	1	2	3	4
5. I have knowledge of the role of the IAE Faculty Advisor in the evaluation process.	1	2	3	4
6. I have knowledge of the role of the faculty evaluator in the evaluation process.	1	2	3	4

	<u>No Knowledge</u>	<u>Minimal Knowledge</u>	<u>Some Knowledge</u>	<u>Full Knowledge</u>
7. I have knowledge of the Kolb Model.	1	2	3	4
8. I know the difference between a life-learning paper (LLP) and a professional schools and training worksheet (PST).	1	2	3	4
9. I know the appropriate format for an LLP.	1	2	3	4
10. I know the appropriate length for an LLP	1	2	3	4
11. I know the appropriate format for a PST.	1	2	3	4
12. I know the appropriate length for a PST.	1	2	3	4
13. I know the difference between requirements for upper division and lower division credit in the assessment of prior learning process.	1	2	3	4
14. I have knowledge of the characteristics of adult learners.	1	2	3	4

For items 15-24, please use the following scale: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
15. I can define experiential learning.	1	2	3	4
16. I can articulate the CAEL standards for the evaluation of experiential learning.	1	2	3	4

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
17. I can list the four sections of the Kolb Model.	1	2	3	4
18. I can explain the four sections of the Kolb Model.	1	2	3	4
19. I can articulate the expectations for format of LLPs.	1	2	3	4
20. I can articulate the expectations for length of LLPs.	1	2	3	4
21. I can articulate the expectations for format of PSTs.	1	2	3	4
22. I can articulate the expectations for length of PSTs.	1	2	3	4
23. I can articulate the distinction between upper and lower division credit.	1	2	3	4
24. I can articulate the number of clock hours of professional training that equate to one semester hour of academic credit.	1	2	3	4
	<u>Not comfortable At all</u>			<u>Very Comfortable</u>
25. On a scale of 1 to 4, rate your current comfort level with the knowledge identified in items 1 to 14.	1	2	3	4

		Not comfortable <u>At all</u>			Very <u>Comfortable</u>
26.	On a scale of 1 to 4, rate your current comfort level with the skills identified in items 15 to 24.	1	2	3	4
27.	On a scale of 1 to 4, rate your current comfort level with the abilities identified in items 15 to 24.	1	2	3	4

Attachment 2

Online Resources

1. A persistent course titled PLA Faculty Evaluator Forum will be set up in the Blackboard Course Support System. The following components of the Blackboard system will be used in the course:

Announcements—can be used to post general announcements pertinent to all prior learning assessment faculty evaluators

Course Documents—documents will include a Frequently Asked Questions (FAQs) document, an online version of the current *Handbook for Prior Learning Assessment Faculty Evaluators at University X*, and samples of previously evaluated life-learning papers and professional schools and training worksheets. Documents in this section will be monitored by full-time adult education faculty members in the Division of Innovative Adult Education to ensure they are accurate and current.

Communication—can be used to email individuals or selected groups of individuals enrolled in the course. Useful for communicating directly with individuals.

Discussion Board—can be used by prior learning assessment faculty evaluators for posting general questions or items for discussion. This component will be monitored on a weekly basis by full-time adult education faculty members for providing responses.

Tools—useful for working various features within the Blackboard Course Support System.

External Links—can be used for providing links to current, pertinent literature such as new information on prior learning assessment and prior learning assessment evaluation.

2. All new prior learning assessment faculty evaluators will be enrolled in the course at hiring and before beginning training. Prior learning assessment faculty evaluators will only be disenrolled if they cease to function as an evaluator.

3. During the last two hours of the workshop portion of the training, new prior learning assessment faculty evaluators will be introduced to the online support information offered through the PLA Faculty Evaluator Forum course. The introduction will include login instructions, an overview of the course, and hands-on navigation through the components available in the course.

Attachment 3

Training Posttest

For items 1-14, please use the following scale: 1=no knowledge, 2=minimal knowledge, 3=some knowledge, and 4=full knowledge.

	<u>No</u> <u>Knowledge</u>	<u>Minimal</u> <u>Knowledge</u>	<u>Some</u> <u>Knowledge</u>	<u>Full</u> <u>Knowledge</u>
1. I have knowledge of the general education requirements for the degree completion programs.	1	2	3	4
2. I have knowledge of the upper division requirements for the degree completion programs.	1	2	3	4
3. I have knowledge of the ten Council for Adult and Experiential Learning (CAEL) standards for the evaluation of prior learning.	1	2	3	4
4. I have knowledge of the evaluation process used for prior learning assessment in the Division of Innovative Adult Education (IAE).	1	2	3	4
5. I have knowledge of the role of the IAE Faculty Advisor in the evaluation process.	1	2	3	4
6. I have knowledge of the role of the faculty evaluator in the evaluation process.	1	2	3	4

	<u>No Knowledge</u>	<u>Minimal Knowledge</u>	<u>Some Knowledge</u>	<u>Full Knowledge</u>
7. I have knowledge of the Kolb Model.	1	2	3	4
8. I know the difference between a life-learning paper (LLP) and a professional schools and training worksheet (PST).	1	2	3	4
9. I know the appropriate format for an LLP.	1	2	3	4
10. I know the appropriate length for an LLP	1	2	3	4
11. I know the appropriate format for a PST.	1	2	3	4
12. I know the appropriate length for a PST.	1	2	3	4
13. I know the difference between requirements for upper division and lower division credit in the assessment of prior learning process.	1	2	3	4
14. I have knowledge of the characteristics of adult learners.	1	2	3	4

For items 15-24, please use the following scale: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
15. I can define experiential learning.	1	2	3	4
16. I can articulate the CAEL standards for the evaluation of experiential learning.	1	2	3	4

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
17. I can list the four sections of the Kolb Model.	1	2	3	4
19. I can explain the four sections of the Kolb Model.	1	2	3	4
19. I can articulate the expectations for format of LLPs.	1	2	3	4
20. I can articulate the expectations for length of LLPs.	1	2	3	4
21. I can articulate the expectations for format of PSTs.	1	2	3	4
22. I can articulate the expectations for length of PSTs.	1	2	3	4
23. I can articulate the distinction between upper and lower division credit.	1	2	3	4
24. I can articulate the number of clock hours of professional training that equate to one semester hour of academic credit.	1	2	3	4
	<u>Not comfortable At all</u>			<u>Very Comfortable</u>
25. On a scale of 1 to 4, rate your current comfort level with the knowledge identified in items 1 to 14.	1	2	3	4

Not comfortable
At all Very
Comfortable

26. On a scale of 1 to 4, rate your current comfort level with the skills identified in items 15 to 24. 1 2 3 4

27. On a scale of 1 to 4, rate your current comfort level with the abilities identified in items 15 to 24. 1 2 3 4

28. What do you feel is still your greatest training need as a prior learning assessment faculty evaluator? _____

29. What part of the training do you feel has been most beneficial to you as a prior learning assessment faculty evaluator? _____

Attachment 4

Mentor Evaluation of Prior Learning Assessment Faculty
Evaluator

PLA Faculty Evaluator: _____

The purpose of this instrument is to evaluate the knowledge, skills, and abilities of new prior learning assessment faculty evaluators at the end of their formal training. Data collected will also be used to evaluate the effectiveness of the training program for prior learning assessment faculty evaluators at University X.

Please evaluate each of the following statement based on the following scale: N=Never, S=Seldom, U=Usually, A=Always.

This prior learning assessment faculty evaluator:

	<u>Never</u>	<u>Seldom</u>	<u>Usually</u>	<u>Always</u>
1. Has knowledge of the general education requirements for the degree completion programs.	N	S	U	A
2. Has knowledge of the upper division requirements for the degree completion programs.	N	S	U	A
3. Has knowledge of the ten Council for Adult and Experiential Learning (CAEL) standards for the evaluation of prior learning.	N	S	U	A
4. Has knowledge of the evaluation process used for prior learning assessment in the Division of Innovative Adult Education (IAE).	N	S	U	A

	<u>Never</u>	<u>Seldom</u>	<u>Usually</u>	<u>Always</u>
5. Has knowledge of the role of the IAE Faculty Advisor in the evaluation process.	N	S	U	A
6. Has knowledge of the role of the faculty evaluator in the evaluation process.	N	S	U	A
7. Has knowledge of the Kolb Model.	N	S	U	A
8. Knows the difference between a life-learning paper (LLP) and a professional schools and training worksheet (PST).	N	S	U	A
9. Knows the appropriate format for an LLP.	N	S	U	A
10. Knows the appropriate length for an LLP	N	S	U	A
11. Knows the appropriate format for a PST.	N	S	U	A
12. Knows the appropriate length for a PST.	N	S	U	A
13. Knows the difference between requirements for upper division and lower division credit in the assessment of prior learning process.	N	S	U	A
14. Has knowledge of the characteristics of adult learners.	N	S	U	A
15. Can define experiential learning.	N	S	U	A

		<u>Never</u>	<u>Seldom</u>	<u>Usually</u>	<u>Always</u>
16.	Can articulate the CAEL standards for the evaluation of experiential learning.	N	S	U	A
17.	Can list the four sections of the Kolb Model.	N	S	U	A
20.	Can explain the four sections of the Kolb Model.	N	S	U	A
19.	Can articulate the expectations for format of LLPs.	N	S	U	A
20.	Can articulate the expectations for length of LLPs.	N	S	U	A
21.	Can articulate the expectations for format of PSTs.	N	S	U	A
22.	Can articulate the expectations for length of PSTs.	N	S	U	A
23.	Can articulate the distinction between upper and lower division credit.	N	S	U	A
24.	Can articulate the number of clock hours of professional training that equate to one semester hour of academic credit.	N	S	U	A
25.	Seems comfortable with the knowledge identified in items 1 to 14.	N	S	U	A

	<u>Never</u>	<u>Seldom</u>	<u>Usually</u>	<u>Always</u>
26. Seems comfortable with the skills identified in items 15 to 24.	N	S	U	A
27. Seems comfortable with the abilities identified in items 15 to 24.	N	S	U	A
28. What are the strengths of this prior learning assessment faculty evaluator? _____				

29. What are the weaknesses of this prior learning assessment faculty evaluator? _____				

30. Based on what you have observed in this prior learning assessment faculty evaluator, what improvements should be made in the training process for prior learning assessment faculty evaluators at University X? _____				

Mentor's Signature

Date

Attachment 5

Certificate

See following page.

Division of Innovative Adult Education
MidAmerica Nazarene University

Let it be known by all that

John A. Doe

has successfully completed the required training and hereby receives the designation of

Certified Prior Learning Assessment Faculty Evaluator

Awarded this 30th day of June, in the year of our Lord 2007.

